DOCUMENT RESUME

ED 224 224 EC 150 607

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TITLE TADS Needs Assessment Procedures Manual, Summer 1980.

INSTITUTION North Carolina Univ., Chapel Hill. Technical Assistance Development System.

SPONS AGENCY Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE 80
CONTRACT 300-77-0507
NOTE 105p.; For related documents, see EC 150 606-608.
PUB TYPE Reports - Descriptive (141) -- Statistical Data (110)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Data Collection; *Delivery Systems; Demonstration Programs; *Disabilities; Early Childhood Education; *Needs Assessment; Program Development; *Program Evaluation; Records (Forms); *Technical Assistance
IDENTIFIERS Handicapped Childrens Early Education Program; *Technical Assistance Development System

ABSTRACT

The TADS (Technical Assistance Development System) Needs Assessment Manual is designed to guide the comprehensive review of Handicapped Children's Early Education Program (HCEEP) demonstration projects in identifying technical assistance needs. An introduction reviews the TADS technical assistance model which includes program planning, needs assessment, technical assistance agreements, delivery of services, and evaluation. Section 1 reports on recommended procedures for preparing for needs assessment (including the designation of a needs assessment facilitator and review of the project's organizational structure and decision making process). Section 2 considers procedures for conducting a comprehensive program review of the project's status as it relates to current accomplishments, projected accomplishments, and tasks to be completed during the year. A third section describes procedures for selecting the needs or areas in which technical assistance is desired, refining the selected needs into technical assistance need statements, arranging the technical assistance needs in priority order from most to last important, and developing a plan to address each technical assistance need. A final section briefly offers suggestions for preparing the summary report, summarizing the process, and returning the appropriate materials to TADS. Attachments make up the remainder of the document and include procedures for handling needs assessment information, an HCEEP demonstration project profile needs assessment instrument, an HCEEP model development guide, and example of a rated profile page, an HCEEP demonstration project profile summary page, an example of a memorandum of agreement, an example of a technical assistance agreement work sheet, an example of a technical assistance activities sequence, and a summary report form. (SW)

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TADS NEEDS ASSESSMENT PROCEDURES MANUAL

Summer 1980

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ACKNOWLEDGMENTS

The procedures and materials contained in this manual are the result of TADS' nine-year experience in conducting technical assistance needs assessments with HCEEP projects. During that time countless individuals have contributed to the development and refinement of the process, including current and former TADS staff members, the TADS Advisory Board, the TADS needs assessors, and, of course, the many HCEEP project personnel who have participated in needs assessments over the years. Their many contributions are gratefully acknowledged.

Several persons have contributed their thoughts, ideas, and time toward the development of this manual. Myrtle Scott, Mary Vernacchia, and Kerry Jacobson provided many helpful suggestions as outside reviewers. Tanya Suarez, Pascal Trohanis, and Patricia Vandiviere of the TADS staff also reviewed the manual and provided both advice and support. Pam Bailey and Ruth Meyers provided editorial assistance on this and earlier editions. Finally, Joan Anderson was extremely helpful in developing the final organization and structure of the manual. The fine effort of these individuals is gratefully acknowledged.

This manual was developed pursuant to contract 300-77-0507 from the United States Department of Education, Office of Special Education (OSE). Contractors who undertake such projects under government sponsorship are encouraged to express freely their judgments in professional and technical matters. Therefore, points of view or opinions do not necessarily represent official Department of Education position or policy.

OSE Project Officer, Dr. David J. Rostetter

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PREFACE

The TADS NEEDS ASSESSMENT MANUAL was designed as a guide to the comprehensive review of Handicapped Children's Early Education Program (HCEEP) demonstration projects for the purpose of identifying technical assistance needs. The manual provides:

1. a description, background, and overview of the TADS technical assistance process;

2. recommended procedures for conducting a comprehensive program review and identifying areas needing change;

3. procedures for selecting those needs or areas in which technical assistance from TADS would be beneficial;

4. guidelines for developing the tentative technical assistance agreements; and

5. procedures for summarizing the needs assessment process.

It is hoped that this manual, along with its supplemental material, will also aid in program planning and model development, staff development, and progress report writing.

INTRODUCTION

BACKGROUND

In 1968 Congress created the Handicapped Children's Early Education Program (HCEEP) with the goal of encouraging the development of local and state services for handicapped preschoolers and their families. Under the law, grants are awarded to public and private nonprofit agencies to establish and operate projects for special children. These programs, known as "demonstration projects," are models which other agencies can use in developing services for their preschoolers. The law also authorized grants to state education agencies to develop statewide programs for young handicapped children. These grants are called State Implementation Grants, or "SIGs." The Office of Special Education (OSE) in the U.S. Department of Education is charged with administering the program and is committed to providing the resources needed to make HCEEP as effective as possible.

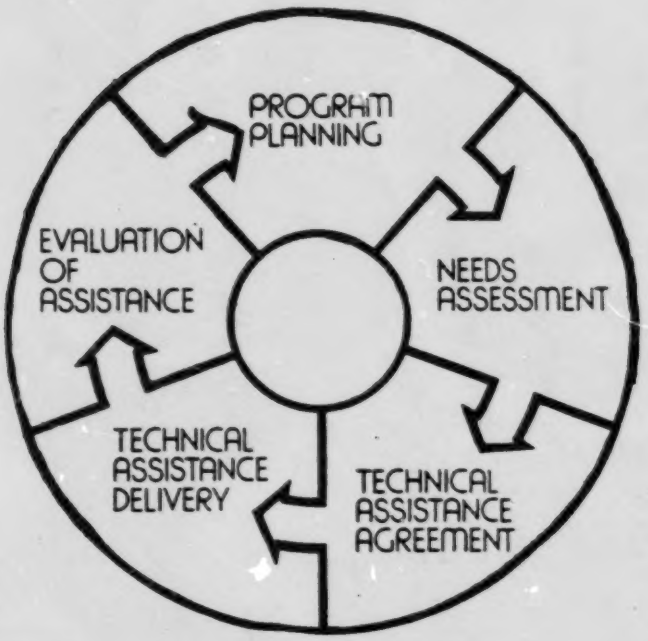
TADS (Technical Assistance Development System) and WESTAR (Western States Technical Assistance Resource) were established and funded by OSE to provide assistance to demonstration projects and SIGs. Together, these three agencies offer a supportive environment and promote the development of a sense of community among all of the clients receiving assistance, who are collectively referred to as the HCEEP or First Chance Network. TADS is a part of the Frank Porter Graham Child Development Center at the University of North Carolina at Chapel Hill. TADS provides technical assistance to demonstration projects and SIGs located east of the Mississippi River, excluding Mississippi and Illinois; WESTAR, its sister agency, serves the Western United States.

The term "technical assistance" (TA) refers to a particular role that TADS and WESTAR fulfill in the HCEEP Network. The role is that of a comprehensive, continuous, non-evaluative helping resource. TADS and WESTAR assist HCEEP projects and SIGs in managing their programs and accomplishing their goals more effectively through a broad range of systematic support services. Through technical assistance, HCEEP programs have access to expertise not available locally and to materials designed specifically for their needs. They also have increased opportunities to collaborate and share information with each other. The technical assistance services of TADS and WESTAR are available at no cost to HCEEP programs.

OVERVIEW TO THE TECHNICAL ASSISTANCE CYCLE

The heart of TADS' technical assistance model is the Technical Assistance Cycle (TA Cycle). This system for delivering services has five sequential, interlocking phases as shown in the illustration below.

The Technical Assistance Cycle



TADS uses this cycle in providing services to HCEEP projects. It is a yearly cycle. Each project participating in technical assistance experiences three of these cycles during its three years as a demonstration project.

Program Planning

Program planning is the first step in the TA process. A project requesting technical assistance specifies plans in each area of endeavor, thereby ensuring that TA resources are distributed appropriately and that emphasis is given to the most important parts of the program. Through this process an understanding of the project's program is gained; this helps determine which components need technical assistance.

If a project did a good job of planning when its proposal was written, or has good planning skills within its staff, the program planning phase of the TA Cycle passes quickly. If program planning has been difficult for the project, or program changes are necessary, technical assistance services may be requested for this area and individualized services delivered. A "Program Planning Workguide for HCEEP Demonstration Projects" has been developed as an instrument to facilitate planning efforts. The workguide, which has been distributed to all projects and needs assessors, may be used as a prelude to the needs assessment.

Needs Assessment

The needs assessment phase is tied very closely to the program planning phase of the TA Cycle. TADS has determined that needs assessment must have the following intents:

1. A systematic needs assessment process is essential to identify effectively technical assistance needs.

2. A needs assessment must occur before extensive individualized technical assistance is provided.

3. Technical assistance needs can best be identified by a comprehensive program review and an interactive process between the technical assistance provider and client.

4. The roles, responsibilities, and expectations for the provision of technical assistance must be clarified during the needs assessment process.

5. A needs assessment must establish and/or enhance a trusting relationship between the technical assistance provider and the technical assistance recipient.

The needs assessment process as developed by TADS has three key characteristics: (1) it is more responsive than directive, i.e., the project takes the lead in identifying technical assistance needs with TADS providing a structure for systematic examination of needs; (2) it is comprehensive, i.e., it takes account of all parts of the project's program and all services that TADS can provide; and (3) it is confidential, i.e., only the services provided to the project are required to be reported to the funding agency (see Attachment 1 on page 45).

Technical Assistance Agreements

The needs assessment provides a list of technical assistance needs and proposed plans for meeting those needs. The next phase of the TA Cycle, the development of technical assistance agreements, finalizes those plans.

The technical assistance agreement has several purposes:

1. *Clear communication.* It is essential that plans for meeting identified needs be clearly communicated through a chain of people. The technical assistance agreement helps minimize the problems of unclear communication.

2. *Task analysis.* The agreement breaks the assistance process into specific tasks.

3. *Identification of responsibilities.* The activities statements in the agreement clearly designate who is responsible for each activity.

4. *Accountability.* The agreement provides a mechanism through which each party can hold the other accountable, since responsibilities are clearly stated in writing.

5. *Organization and development of technical assistance resources.* By placing needs in priority order, resources can be committed for the most important needs.

6. *Timing mechanism for technical assistance delivery.* Every step in the agreement is spelled out in terms of time, i.e., either a deadline date or some other specific calendar designation is indicated, allowing projects and TADS to plan appropriately for, and schedule, technical assistance and follow-up.

7. *Revisions in technical assistance agreements.* It is common for priorities to change as a project progresses. The technical assistance agreement becomes a clear reference point for making appropriate changes in technical assistance services.

The structure of a TADS technical assistance agreement is based on the purposes listed above. A technical assistance agreement states the need as determined by the needs assessment. The target specifies which staff members of the project will be directly involved in the technical assistance. The focus of technical assistance specifies which of the following categories (knowledge and awareness, skill development, product development, or decision/change) will be the primary focus of the technical

assistance objective. The technical assistance objective statement specifies the outcome expected of the technical assistance plan and includes a deadline date. The technical assistance activities section is the essence of the agreement. In chronological sequence, each activity in the plan is described and the responsibilities of both TADS and the client are spelled out in terms of "who does what by when." The technical assistance documentation section specifies the documents and reports that TADS will collect in monitoring the technical assistance activities. It does not describe evaluation plans for assessing the impact of the assistance.

To develop the final "Memorandum of Agreement," TADS uses the needs assessment report which includes the "Technical Assistance Agreement Work Sheets" and the "Sequence of Technical Assistance Activities." A ratification committee at TADS is then assembled to review, revise, and refine the agreement(s). Sometimes TADS resources will not be sufficient to meet all the needs identified. In this case TADS can first address those needs that the project considers most important by using the priorities that have been assigned to each need. After ratification, TADS will send the project two copies of the "Memorandum of Agreement" for review. Once the project signs one copy and returns it to TADS, the delivery of services can begin. The second copy is retained for the project files

Delivery of Services

TADS provides services to projects through several delivery mechanisms: on- and off-site consultation, project visitation, review and critique, information services, small group technical assistance meetings, printed materials, and topical workshops.

On- and off-site consultations are the most often used delivery mechanisms. TADS recognizes the necessity of selecting appropriate resource people to give assistance if quality technical assistance services are to be maintained. Consultants or other resource people come from one of three groups: universities and public or private agencies, directors and staff members from other HCEEP projects, and TADS staff members. When it seems appropriate, services from outside these three groups are arranged to provide assistance to the projects.

Some identified needs are met each year by facilitating the visitation of a project staff member to another project. The rationale for using this technical assistance delivery method is based on TADS' practice of using the HCEEP network projects as resources to each other. Visiting an established project with ongoing services to children and parents provides the visitor with a look at comprehensive services and accompanying materials and staff. Seeing alternative early childhood models can help a project's staff develop or refine its own model.

TADS staff members and outside consultants, in response to the terms of the technical assistance agreements, review and critique various written documents of the projects. Such materials include program plans, evaluation plans and procedures, curriculum guides, and dissemination materials, as well as audio-visual presentations.

Many technical assistance needs are addressed through the provision of information services. Finding and matching information resources to the individual project's needs requires several sequential steps to ensure that the information provided is useful. Several resources are drawn upon: formal searches using ERIC, other information systems, the TADS resource library, consultants, TADS staff, and the TADS file on past information searches.

Some of TADS' activities result in printed materials that assist the projects in developing and managing their programs. These publications are developed for wide dissemination on topics of interest to a large segment of the HCEEP Network. A quarterly newsletter, EMPHASIS, is published to fill the need for intra-network communication.

When many clients have similar needs, they can be addressed in a small group technical assistance meeting. Usually, four to twelve projects participate in these small meetings which may have either a consultation or awareness focus. A topical workshop is another vehicle which provides an excellent setting for projects to share ideas and information with each other; these gatherings involve a larger number of projects.

Evaluation of Technical Assistance

Evaluation of assistance plays an important part in the Technical Assistance Cycle. Documentation and evaluation activities are employed routinely by TADS for planning future technical assistance services. The information helps keep technical assistance services to individual projects continuous and sequential, and assists in tracking the effect of technical assistance services on the entire group of HCEEP projects

The description which follows provides a concise summary of the Needs Assessment process and products, and may be reproduced for distribution.

TECHNICAL ASSISTANCE DEVELOPMENT SYSTEM

NEEDS ASSESSMENT: A BRIEF DESCRIPTION

I. DESCRIPTION OF NEEDS ASSESSMENT: Needs assessment is the first step taken each year in the TADS approach for the provision of technical assistance services. TADS has determined that any form of needs assessment must address the following intents:

1. A systematic needs assessment process is essential to identify effectively technical assistance needs.
2. A needs assessment must occur before extensive individualized technical assistance is provided.
3. Technical assistance needs can best be identified by a comprehensive program review and an interactive process between technical assistance provider and client.
4. The roles, responsibilities, and expectations for the provision of technical assistance must be clarified during the needs assessment process.
5. A needs assessment must establish and/or enhance a trusting relationship between the technical assistance provider and the technical assistance recipient.

Using a set of recommended procedures, a needs assessment may be conducted by the project staff, with or without the assistance of a trained needs assessor. It is expected that this process will take approximately two days. One person on the TADS staff will be available by phone during the scheduled two days to answer any questions that may arise.

II. ACTIVITIES/TASKS TO ACCOMPLISH A NEEDS ASSESSMENT: The following sequence outlines those activities that are suggested for preparation, implementation, and follow-up of the needs assessment.

A. PREPARATION ACTIVITIES:

1. TADS and project director confirm the dates that the needs assessment will be conducted and who will be available at TADS during those dates.
2. TADS mails the "TADS Needs Assessment Package" to the project and needs assessor four weeks prior to the scheduled dates.
3. TADS contacts the project to clarify the procedures and expectations of the suggested needs assessment strategies.
4. The project gets organized to implement the needs assessment.

B. NEEDS ASSESSMENT ACTIVITIES:

1. The needs assessor and/or the project conducts a comprehensive review of their program's current status using the "HCEEP Demonstration Project Profile," its grant proposal, the "Model Development Guide," and the procedures outlined in the TADS Needs Assessment Procedures Manual.
2. The needs assessor and/or project staff develop a comprehensive list of needs or areas of desired change and select those needs that will be addressed through assistance from TADS. This list is put in priority order.
3. Using the procedures outlined in the manual, the needs assessor and/or project staff develops a tentative technical assistance agreement by completing the necessary technical assistance agreement work sheets.

C. FOLLOW-UP ACTIVITIES:

1. The needs assessor and/or project sends all completed materials to TADS within 5 working days after the scheduled needs assessment.
2. TADS reviews all the materials provided and develops a list of questions, if any, which need clarifying.
3. TADS contacts the project by telephone to clarify any questions and confirm the technical assistance needs.
4. TADS develops a "Memorandum of Agreement" containing the technical assistance needs that were priority ranked by the project. The memorandum is then mailed to the project for approval and signature (within two to four weeks after receiving the project's needs assessment materials).

SECTION I

Preparation:
Recommended Procedures for Preparing for Needs Assessment

This section of the procedures manual provides recommendations for preparation activities which should enhance the needs assessment process. Advance planning, organization, and preparation are precursors to the success of any comprehensive effort undertaken by any type of organization. Each reader is encouraged to develop a preparation plan which will address the activities most important to their organization or project. The discussion below describes some important preparation activities.

DESIGNATING A NEEDS ASSESSMENT FACILITATOR

Major responsibility for facilitating the needs assessment should be assigned to one person on the project staff. Experience has shown that best results are obtained when this facilitator is a person who has leadership responsibility in the program, for example, the *project director or coordinator*. This person is responsible for reviewing and coordinating all the preparation and implementation activities. Whoever is chosen to act as the facilitator should have access to the materials in this manual, the project's current proposal/ implementation plans, and other pertinent information about the project. The full cooperation and support of the project and agency leadership is essential.

REVIEW THE PROJECT'S ORGANIZATIONAL STRUCTURE AND DECISION-MAKING PROCESS

Special attention should be given to the interactional effects of organizational structure, leadership style, and the decision-making process. Review the project's current organizational chart and assess how it relates to the organization of the project's fiscal agency. This task will help set the stage for conducting the needs assessment. Just as every HCEEP demonstration project is a part of a nationwide network of early childhood special education programs, each project is also part of its own agency's efforts. An understanding of why the HCEEP proposal was submitted, and how it relates to other programs sponsored by the project's fiscal agency, will help put the project's efforts in a local context.

The decision-making process used by the project should be identified and the person who has final authority and control should be noted. Consider the process by which financial matters, programmatic concerns, and personnel actions are decided. An understanding of the decision-making process is important, since many decisions made during needs assessment may have a major impact on the project's operation for the next year.

DECIDE WHO SHOULD PARTICIPATE IN WHAT PORTIONS OF THE NEEDS ASSESSMENT

TADS recommends that as many of the project staff members be involved in as much of the needs assessment as possible. It may also be important to include other agency personnel, including the chief or associate administrator. The benefit of including all project staff members and selected other agency staff is that people with different orientations or emphases can often provide additional insight into project activities. Also, by including as many staff members as is practical, group understanding and commitment to the project's goals and HCEEP purposes is enhanced.

Consider the size of the group to be involved in the needs assessment. If the group exceeds eight to ten people, or if the time commitment for the staff is too great, consider subdividing the group. TADS suggests that all persons be involved in the introductory overview portion of the needs assessment (see Section II, "Beginning the Process"). The other portions of the needs assessment may involve only those persons who have primary responsibilities for the areas being discussed, or others who will be directly affected by the decisions that are made.

ESTABLISH AN AGENDA

From TADS' previous experience, conducting needs assessments takes approximately two days. Allocate approximately one to one-and-a-half hours on the first day for the introductory and overview discussion. The second major section of the agenda, comprehensive program review (see Section II), will take approximately four to seven hours and should be completed, or be very near completion, by the end of the first day. The third section, selection of needs and development of technical assistance agreements (see Section III), will take together approximately three to five hours. Each day should begin with a brief, 15- to 30-minute review of the tasks to be accomplished for that day. Schedule three or more breaks during each day, not including lunch. *TADS strongly recommends scheduling and taking these breaks*, since conducting a needs assessment can be intensive. At the end of each day's activities, conduct a summarization and review for approximately 30 minutes. Figure 1 provides a sample agenda.

Figure 1

SAMPLE AGENDA FOR CONDUCTING A TADS NEEDS ASSESSMENT

FIRST DAY - INTRODUCTION AND PROGRAM REVIEW

1 1/2 hours -- INTRODUCTION AND OVERVIEW: OSE; HCEEP; TADS and Needs Assessment; Purposes and Benefits; and The Project - Major Goals and Objectives, Staff Roles, and Program Components

15 minutes -- BREAK

2 hours -- PROGRAM REVIEW: Services for Children and Parents Components

1 hour -- LUNCH

1 1/2 hours -- PROGRAM REVIEW: Staff Development and Demonstration, Dissemination, and Continuation Components

15 minutes -- BREAK

1 hour -- PROGRAM REVIEW: Administration and Management Component

1/2 to 1 hour -- SUMMARY AND REVIEW: Develop List of Areas of Desired Change for Forthcoming Year and Check for Completeness

SECOND DAY - DEVELOPMENT OF TENTATIVE TECHNICAL ASSISTANCE AGREEMENTS

1/2 hour -- REVIEW AND INTRODUCTION

1 hour - SELECT NEEDS BEST ADDRESSED WITH ASSISTANCE FROM TADS

15 minutes -- BREAK

1 hour -- DEVELOP TENTATIVE TA AGREEMENTS: Needs Statement, Focus, Target(s), Deadlines, and Objectives(s)

1 hour -- LUNCH

1 1/2 hours -- DEVELOP TENTATIVE TA AGREEMENTS: Select TA Activities, Sequence Activities, and Provide Qualifying Comments

15 minutes -- BREAK

1 1/2 hours -- SUMMARY AND REVIEW: Review All Tentative TA Agreements for Completeness and Clarity. Review "Next Steps," Summarize Entire Two Days, and Complete TADS Evaluation Forms

SELECT THE TIME AND LOCATION

The needs assessment facilitator should confer with all those involved to select the calendar dates which afford the best opportunity for involvement by the most people. Consider the availability of any outside consultants, such as the TADS-trained needs assessor and agency leadership personnel. Every effort should be made to ensure that each person participating in the needs assessment has cleared his or her calendar and substitutes are arranged for as necessary.

The needs assessment facilitator should select a comfortable working environment which provides adequate space for writing and reviewing materials. A seating arrangement which facilitates group discussion, such as a round or conference-style table, should be used.

CLARIFY ROLES AND EXPECTATIONS

Clarify with the staff the roles they are to play during the needs assessment process. There are several ways this may be accomplished: schedule a short staff meeting on the topic or include the topic in a regularly scheduled meeting; assess the project staff's perceptions and expectations, and provide information when necessary; and provide all project staff with written pre-meeting information. Review the decision-making process of the project which was discussed earlier. Familiarize staff members with the value of an annual needs assessment, emphasizing that (1) an annual program review/needs assessment can be very helpful in establishing or reaffirming goals and getting group commitment, (2) a comprehensive program review helps the entire staff see the program as a cohesive entity, (3) the review procedures and resources in this manual provide an outside reference for expectations, and (4) this needs assessment provides an opportunity to open lines of communication. Explain to the staff that a qualitative/comparative program evaluation is *not* an expectation. While resources and procedures described in this manual do provide an opportunity to review and reflect on the strengths and weaknesses of the project, an absolute comparison standard is *not* set forth.

PROVIDE PRE-MEETING INFORMATION

Once the needs assessment facilitator has been selected, an agenda established, and the dates selected, TADS recommends the following materials be provided to each person who will be involved in the needs assessment:

1. A copy of the developed agenda which also indicates the dates and location of the meeting rooms.

2. A copy of the one-page description of a needs assessment, titled "Needs Assessment: A Brief Description."

3. A list of roles and expectations for the project's needs assessment.

4. A copy of the "HCEEP Demonstration Project Profile."

5. A copy of the "HCEEP Model Development Guide."

6. A copy of the project's goals and objectives from the current program proposal.

Once the above preparation activities have been completed, the project staff members are ready to begin the actual needs assessment process.

SECTION II

Program Review:
Recommended Procedures for Conducting a
Comprehensive Needs Assessment/Program Review

This section of the manual recommends procedures for conducting a comprehensive program review of the project's status as it relates to current accomplishments, projected accomplishments, and tasks to be completed during the year ahead. The major outcome of this process is the development of a comprehensive list of areas of desired change or need. As was indicated in Section I, this program review consumes the major portion of the first day or may even extend into the second day of the two-day needs assessment.

BEGINNING THE PROCESS

As was indicated in the preparation section of this manual, the first item of the needs assessment agenda is an overview of TADS, the Office of Special Education (OSE), HCEEP, and needs assessment. Information about all of these topics is contained in the "Introduction" section of this manual. The needs assessment facilitator should review this background information and present a synopsis to all those involved in the needs assessment. (*Note:* If a TADS-trained needs assessor is facilitating the needs assessment, this presentation may be made by that person. The needs assessor will also be responsible for assisting with all other needs assessment activities.)

In addition to this background information, there are several other topics which should be discussed during the introductory time on the first day of the needs assessment. Discuss the specific rationale for conducting the needs assessment. This discussion should include the specific purposes and benefits of a needs assessment which apply to the project. Review briefly the major program components or divisions, staff roles, and the major goals/objectives of the project as they are currently being implemented. The discussion should include how each of the project's program components fits under the five components in HCEEP Demonstration Project Profile (see Attachment 2 on page 49). The five components of the Profile are:

1. *Services for Children* - This component identifies the tasks related to providing services for the project's children, both direct and supplemental (e.g., locating, screening, and admitting children; IEP development; curriculum development; classroom procedures; and so forth).

2. *Services for Parents* - This component identifies the tasks related to the project's program for parents, other family members, and/or primary caretakers.

3. *Staff Development* - This component identifies tasks related to the professional development of the project staff. The distinction should be made between this component and training programs that the project may be planning or implementing for other professionals not on the project staff.

4. *Demonstration, Dissemination, and Continuation* - This component identifies tasks related to the project's plans for impacting on people outside of the project (e.g., the community-at-large, state-level decision-makers, and other professionals). It also identifies tasks that deal with continuation funding beyond the three years of OSE support.

5. *Administration and Management* - This component identifies tasks related to the overall organization, administration, and management of the project, including program planning, personnel matters, physical arrangements, financial administration, evaluation planning, record keeping, report writing, the advisory board, and coordination with other agencies.

Of course, the final task to be addressed during the introduction phase is to review all the tasks/activities on the agenda and who will be participating in which activities.

PROGRAM REVIEW RESOURCES

There are three resources which should be used to assist the project staff in conducting a comprehensive program review. These resources are:

1. HCEEP Demonstration Project Profile: A Needs Assessment Instrument developed by the staff of TADS and WESTAR (hereafter this instrument will be referred to as the Profile, see Attachment 2 on page 49).

2. HCEEP Model Development Guide developed by Dr. David J. Rostetter, HCEEP Project Officer in the Office of Special Education (see Attachment 3 on page 89).

3. The project's current grant proposal which describes goals, objectives, and implementation plans.

All of these resources are similar since they all have the common purpose of specifying plans and procedures for the development of an HCEEP demonstration project; yet each resource document has some unique information or recommendation.

Using the HCEEP Demonstration Project Profile

The Profile should provide an extensive review of the project. Prior to reading the supplemental instructions listed below, briefly review the general instructions and tasks which are contained in the Profile itself.

Understanding the Items on the Profile. Each item on the Profile represents a specific task that most HCEEP demonstration projects may need or want to complete by the end of the third year of funding. Every item in the Profile is not relevant to every project. The intent of the language in each item is to capture those tasks which are applicable to all HCEEP Demonstration Projects. Every effort should be made to relate conceptually the items to the individual project's goals and objectives.

Adding Items/Tasks. Since each project is unique, space is provided at the end of each section to describe other tasks that the project intends to complete but are not included in the Profile. If additional space is needed, pages may be added. These additions are rated just as other items are rated.

Understanding the three phases in each component of the Profile. The Profile has five components, and each component has three phases: Conceptualization, Implementation, and Evaluation. These stand for three distinct aspects of program development. Conceptualization refers to the planning phase of program development. Tasks in this phase focus on developing clearly delineated plans and procedures, and also on capturing those plans in writing. For example, item number 6 in the "Services for Children" component of the Profile indicates that "the project has a written statement of and/or clearly delineated plans and procedures for admitting children into the program (including established admission criteria)." Implementation refers to tasks involved in carrying out the plans of the project. For example, item number 21 in "Services for Children" indicates that "the project has admitted and is currently serving the number and type(s) of children specified in its plans." Some

implementation tasks are "one-time" in nature, but most are ongoing for the life of the project. Evaluation refers specifically to data collection tasks for each component. For example, item number 33 in the "Services for Children" component indicates that "data are being collected to document that the criteria for selection of children for project services have been established and are being followed." As may be noted, some tasks appear in both the conceptualization and the implementation phases. It may be helpful to keep the following distinction in mind: conceptualization tasks ask, "Do you have plans?" while implementation ones ask, "Are you carrying out your plans?" It may be helpful to move back and forth freely between the two phases while working through each component.

Understanding how program evaluation tasks are treated in the Profile. Program evaluation is not a separate program component in the Profile as are, for example, "Services for Children" and "Staff Development." Rather, the suggested data for documentation for each program component are addressed by the tasks in the evaluation phase of that component. Additionally, the process of developing and carrying out an evaluation plan is addressed in the "Evaluation Planning" section of the "Administration and Management" component. Looking at both sets of tasks will provide a review of the project's evaluation plans and activities.

Understanding and using the Profile rating scale. The scale used on the Profile was designed to provide a project with several types of information:

1. Which tasks are relevant to the project and which are not.
2. What is the current status of each task.
3. Which tasks need to be addressed during the current funding year.
4. Which tasks may require technical assistance and which may not.

Every task in the Profile is not relevant to every project; therefore, the first step in rating one is to determine if it is something the project needs to do.

Rating the project's current status on each task requires a judgment as to whether it is completed or not. Some suggestions for making those judgments follow. When rating a conceptualization task consider it complete if a clear set of plans and procedures has been developed, even if those plans could change based upon further experience. However, if those plans are not written and should be, rate the task partially completed until the plans have been captured in writing. When rating an implementation task consider it complete if all plans and procedures are operational, even though they may actually continue for some time. However, if some aspect of the plans has not occurred yet, rate the task partially completed. When rating evaluation tasks consider them complete when data collection procedures are fully operational and all data has been collected as planned to date.

Each task on the Profile that is judged to be relevant to the project must actually be rated twice. The first rating shows the current status of the task, and the second shows the desired status at the end of the current funding year. Both ratings for each task are to be made before consideration of the next one. Any desired change in status is to be noted as a project need for the year, *but not necessarily as a technical assistance need*. Most project needs can be met through a project's own staff and resources. However, if it is determined that the project may need "outside" assistance to bring about the desired change in status, then the task is to be marked as a technical assistance need. Attachment 4 on page 97 is an example of a rated page from the Profile. Section III, "Agreements," will describe how to determine which needs are best addressed with assistance from TADS.

Summarizing the Tasks Identified on the Profile. After the entire Profile has been rated, the HCEEP Demonstration Project Profile Summary Page (Attachment 5 on page 101) may then be completed according to the directions on the form. This summary page can provide a visual representation of how all tasks identified as having the status of "desired change" *may* cluster (including tasks to be addressed with or without "outside" help). These clusters may be across program components (Services for Children, Parents, etc.) and/or across program development phases (conceptualization, implementation, and evaluation). If a cluster is observed, then a general area of desired change may be indicated. For example, if many task numbers are circled in the evaluation phase across most of the program components, then one area of desired change may be selecting and gathering the appropriate data to document the program activities in designated

areas. Another example could be, if task numbers associated with IEP's are circled in the "Services for Children" component across all three program development phases, then this area of desired change could be listed as IEP development, implementation, and evaluation.

Using the HCEEP Model Development Guide

The HCEEP Model Development Guide (Attachment 3 on page 89) was developed by the Office of Special Education's HCEEP section to provide an approximate time sequence of activities necessary for development of an educational model. The Guide is divided into six-month intervals for the full three-year funding cycle. As may be noted on the Guide, there are eight "model components" (e.g., conceptualization, target population, and intervention). These components serve as project foci and are developed through a specific set of processes, termed "management functions" (e.g., program planning, program implementation, program evaluation, and modification). As may be noted, the various tasks specified in the Guide are similar to tasks specified in the Profile (see previous discussion). The Guide is organized differently from the Profile and provides a time sequence; therefore, the Guide may be helpful in identifying additional tasks that may need to be addressed by the project and may also provide an idea of when the task should be addressed.

Using the Project's Grant Proposal

The project's original grant proposal is a very important resource to use during a program review/needs assessment. It is this document which specifies the exact plans and procedures that the project will pursue during the three years of funding from HCEEP. Grant proposals usually contain goals and objectives, descriptions and justifications for program activities, a timetable for implementation, and other important information. During the program review, carefully analyze the program plans as described in the proposal to ensure that all tasks that need to be completed for the upcoming year have been discussed. This analysis, probing, and discussion of the grant proposal will help ensure that every important aspect of the project has been addressed.

AREAS OF DESIRED CHANGE

The list of *all* the tasks identified during the program review could be quite extensive. It is important to cluster the tasks into areas of common concern to make the list more manageable. The following suggestions may be helpful in collapsing the tasks into Areas of Desired Change.

Only those tasks which the project is going to pursue during the current year (12-month period) should be listed. The method previously described for summarizing the tasks identified on the Profile should be used. Once all the tasks identified have been reviewed, they should be grouped according to their focus. For example, there are a number of individual items in all three program review resources which deal with the curriculum for the intervention population (e.g., curriculum selection, acquisition of curriculum materials, curriculum approach adopted and refined). These tasks could all be listed under one area of desired change: "overall curriculum development and implementation." Finally, the list should be divided into two parts:

1. Those areas of desired change that can be addressed by the project staff members themselves.

2. Those areas of desired change that may require "outside" assistance.

Keep in mind that TADS is *not* the only "outside" resource that may be used to address a technical assistance need or area of change. Some examples of other resources that may be used are: the OSE staff, especially the project officer; local consultants; and other persons within the project's agency.

The following section, "Agreements," discusses (1) ways to determine which areas of desired change/project needs are best addressed with assistance from TADS and (2) how to select and specify the services desired.

SECTION III

Agreements:
Recommended Procedures for Developing Tentative Technical Assistance Agreements

This section of the manual provides procedures for (1) selecting those needs or areas in which technical assistance is desired; (2) refining the selected needs into technical assistance need statements; (3) arranging the technical assistance needs in priority order from most important to least important; and (4) developing a plan to address each technical assistance need (a tentative technical assistance agreement), including the TA objective and the activities/strategies for meeting that objective.

IDENTIFYING TECHNICAL ASSISTANCE NEEDS

When the tasks in the Profile were rated during "Program Review," a list of needs was developed, and those needs requiring "outside" assistance were pinpointed. After reviewing the technical assistance needs, the next step is to decide which needs can best be addressed by TADS. The following information should be kept in mind when deciding what TADS' involvement should be.

1. The nature of each need, including the tasks which would address the need and the time and resources that would be committed to meeting the need. If a particular need is extensive and requires a major commitment of time, effort, and resources, TADS may only be able to address a portion of the need.

2. The relative importance of the need to the project. Consider whether the need is (a) critical (essential to the success of the project), (b) important (but not critical), or (c) desirable (but not necessary to the success of the project).

3. Other resources the project has, both in terms of money to purchase "outside" assistance and the availability of local resources that may be obtained at no cost (or perhaps through exchange of services). Consider how a need *may* be addressed through a combination of TADS and other resources.

4. The best time for the assistance to be delivered. If the assistance is needed immediately (within the next six to eight weeks), then TADS is probably *not* the best resource. The process of identifying, matching, scheduling, and preparing for an individualized technical assistance service takes time, usually six to eight weeks from the time of the final negotiated request. (*Note:* A small number of urgent requests can be handled.)

5. The types and ranges of individualized services that TADS can provide. (See below.)

6. The maximum assistance that TADS can provide and the approximate number of needs that an average agreement contains. (See below.)

TYPES AND RANGE OF TECHNICAL ASSISTANCE SERVICES PROVIDED BY TADS

The assistance TADS provides to projects may be divided into two basic groups: (1) individualized services which are negotiated and facilitated through the use of the Technical Assistance Agreements; and (2) other types of services which are not contained in agreements (e.g., TADS- and WESTAR-developed printed materials, newsletters, and topical workshops).

Choosing individualized services to be contained in written agreements is of primary interest here. TADS can provide assistance in any of the tasks contained in the HCEEP Demonstration Project Profile. Keep in mind that TADS draws its technical assistance resources from a large pool of consultants and programs across the country. Also, TADS' assistance is provided at no cost. The services of TADS can be provided in the following ways:

1. *ON-SITE CONSULTATION* - This delivery strategy allows a consultant(s) to visit a project and address an individual need. A systematic approach is used to prepare, implement, follow up, and summarize the consultation.

2. *OFF-SITE CONSULTATION* - This delivery strategy is basically the same as on-site consultation; the difference is that a designated person(s) from a project staff visits the consultant.

3. *PROJECT VISITATION* - This strategy involves one or more of a project staff visiting an established program which has ongoing services in order to observe the delivery of comprehensive or specialized services, to interact with some or all of the visited program's staff, and to review and observe program-developed materials and physical facilities.

4. *SMALL GROUP TECHNICAL ASSISTANCE MEETINGS* - This delivery strategy provides the opportunity to combine a positive aspect of group meetings--the opportunity to share and

solve problems as a group--and the major benefit of individualized consultation--the opportunity to work on a specific need with an individual resource person. To maintain the small group atmosphere, between 5 to 7 projects with a similar need are usually involved in a meeting. Consultation is provided in groups and individually. Each year a list of proposed small group meetings is distributed with the Needs Assessment Package.

5. *REVIEW AND CRITIQUE CONSULTATIONS* - This strategy employs a consultant to review and critique a product in development and to provide a written report indicating recommendations. The product may be in either a first draft/planning stage or nearing the final draft when the review and critique is provided. Products benefitting from such reviews include written documents (e.g, program plans, brochures, evaluation plans, and curriculum guides) and multi-media packages (e.g., slidetapes, videotapes, and other media presentations).

6. *INFORMATION SERVICES* - This delivery strategy involves finding and matching information resources to an identified need. Information resources include previously developed annotated bibliographies, individualized computer literature searches, sample materials for review purposes, and referrals for other information. This strategy does *not* include the purchase of materials by TADS for the project.

DETERMINING THE TECHNICAL ASSISTANCE TO BE DELIVERED BY TADS

Past experience indicates that, for any project, TADS is usually able to support assistance for *three to five needs* with their associated activities. The extent of services requested to address an individual need as well as the type of delivery mechanism chosen will affect the number of needs that may be addressed. For example, the costs of providing small group technical assistance meetings are relatively high. If that delivery strategy were chosen for all the needs in a technical assistance agreement, only two needs could be addressed.

The TADS staff members bear the primary responsibility for costing the agreement and ensuring that there will be resources available when the time comes for the assistance. If it is necessary to change the number of needs that TADS can address, the project will be contacted to negotiate the change.

TENTATIVE TECHNICAL ASSISTANCE AGREEMENTS

The "Tentative Technical Assistance Agreements" are the final product of the needs assessment. They provide the basic information that will be used to develop the "Memorandum of Agreement" (Attachment 6 on page 105). This agreement is between a project and TADS and describes, as clearly as possible, the technical assistance services to be delivered by TADS. Since the information contained in these agreements must be communicated to several persons (the project staff, TADS TA Coordinator, and ultimately, the person who will be providing the assistance), it is imperative that the individual agreements be logically and clearly written.

A Tentative Technical Assistance Agreement consists of two forms for each identified need: (1) the "Technical Assistance Agreement Work Sheet" and (2) "Sequence of Technical Assistance Activities" (Attachments 7 and 8 on pages 111 and 115).

Each form has a box at the top called the "Need Priority Number." This number indicates the importance of a specific technical assistance need in relation to others. All technical assistance needs requested to be addressed with assistance from TADS *must be rank-ordered from most important (#1) to least important.* The rank order allows TADS to address those needs the project considers most important, in the event that TADS cannot address all the technical assistance needs a project requests. The need priority number of the sequence of activities work sheet should be the same as the number of its corresponding technical assistance agreement worksheet. If there are several needs to rank (more than five) it is suggested they be rank-ordered *before* developing the agreement. Otherwise the needs can be rank-ordered after the development of the tentative technical assistance agreements.

Note: The priority ranking is *not* necessarily the chronological order for the completion dates of the objectives.

TECHNICAL ASSISTANCE AGREEMENT WORK SHEET

The Technical Assistance Agreement Work Sheet is one of two major forms that facilitates the development of the Memorandum of Agreement between the project and TADS. A quick review of that form (Attachment 7 on page 111)would be most helpful before reading the explanation of the work sheet's components.

I. NEED STATEMENT. Each Need Statement should correspond to one of the needs previously selected to be addressed with assistance from TADS. Each Need Statement should begin with the words "assistance in" and then be completed with a general statement of the project's need.

II. FOCUS OF TECHNICAL ASSISTANCE. The Focus of Technical Assistance is defined as the one outcome that is most important for addressing the stated technical assistance need. Each objective that is to be listed should have only ONE focus, even though the assistance described in the agreement could have more. If there is going to be more than one objective, indicate which focus goes with which objective (i.e., objective number one's focus should be identified by placing a number "1" in the blank before the appropriate focus). The four possible foci are:

1. *Knowledge and Awareness.* The result of the technical assistance is that the identified target(s) (explanation of target[s] follows) will have new information to use in planning and implementing some aspect of the program.

2. *Skill Development.* The result of the technical assistance is that the target(s) will have the ability to *do* something; for example, write a behavioral prescription, or use sensory integration techniques.

3. *Product Development.* The result of the technical assistance is that the target(s) will have a specific product that can be used (e.g., a slidetape, evaluation plan, a parent activities manual).

4. *Decision/Change.* The result of the technical assistance is that the target(s) will make a decision about some portion of the program (e.g., select an assessment procedure, revise a previously developed evaluation plan).

III. TARGETS FOR TECHNICAL ASSISTANCE. List by title the staff member(s) who is the primary recipient(s) of the technical assistance. The targets should *not* be the children in the program, their parents, or decision makers; they are the project's targets, and while TADS activities may affect them indirectly, they are not targets of TADS technical assistance.

IV. DEADLINE(S). List one date (month, day, and year) for the completion of each objective. If there is more than one objective, indicate which date goes with which objective. Please note that this deadline is a completion date for accomplishment of the objective. Therefore you should allow time for your identified target(s) to process information, try out new skills developed. and so forth. *The general time frame of assistance from TADS is from NOVEMBER 1 To JUNE 30 of each year.*

V. TECHNICAL ASSISTANCE OBJECTIVE(S). Using the objective formula listed on the form, develop a precise statement of what the technical assistance should accomplish. There should be one (perhaps two) objective(s) for each technical assistance need. The objective may not necessarily address the entire need, but it should address a portion of the need or change the need in some way. If you have listed a number of targets, you may wish to use the phrase "designated project staff"; for example, "By March 15, 19--, the designated project staff will develop an evaluation plan that specifies the data to be collected and timelines for collection, and outlines the statistical analysis procedures to be used for the services for children component."

VI. TECHNICAL ASSISTANCE ACTIVITIES. Select the most appropriate technical assistance delivery method or a combination of methods to address the need. The previously discussed information about each delivery strategy and the following discussion should help in the decisions:

1. *Information Services.* This type of delivery strategy is appropriate when one or more staff members need more information before they can adequately proceed to another activity. In the majority of circumstances, information services are useful if the focus is knowledge and awareness.

2. *On-Site Consultation.* This delivery strategy is useful when one or more targets have been identified. Receiving assistance through an on-site consultation is appropriate when any of the four foci have been selected. Most consultations involve only one consultant who will visit

a project for a relatively short period of time--one to three days. Therefore, the tasks described in the technical assistance plan should be accomplishable within these parameters. An advantage of this delivery strategy is that the consultant can meet with a number of staff members simultaneously.

3. *Off-Site Consultation.* This strategy has some of the same qualities as an on-site consultation. Two other factors which make this an appropriate strategy to select are: (a) when the potential consultant has limited travel time allowances, and (b) when the consultant would need access to a variety of resources and materials which would be difficult to transport. Only in limited circumstances will it be possible for more than one person on the staff to travel with TADS support.

4. *Project Visitation.* If addressing the need involves observation of an ongoing program or skill training which requires materials and resources not available at a project, then a visit to another site is appropriate. The foci of knowledge and awareness and skill development are most appropriate for this strategy. Travel can be supported by TADS for one or two staff members.

5. *Review and Critique Consultation.* Any number of staff may be targeted for this strategy. The foci which are most appropriate for this delivery strategy are decision/change and product development. To select this strategy, a project must have some written or audiovisual subject matter which needs a consultant's review and critique.

6. *Small Group Technical Assistance Meetings.* This strategy provides an excellent opportunity for group problem-solving with colleagues, information-sharing, and some individual consultation. Usually TADS will only be able to support one person from a staff to travel to a small group meeting. (A list of proposed Small Group Technical Assistance Meetings is included in the Needs Assessment Package.)

SEQUENCE OF TECHNICAL ASSISTANCE ACTIVITIES WORK SHEET

VII. SEQUENCE OF ACTIVITIES. The Sequence of Activities work sheets provide precise, detailed, sequential descriptions of the steps to be taken to meet each technical assistance objective. The primary purpose is to provide in chronological sequence the specific calendar dates for the completion of each activity, and the number of days of assistance and visits requested. A separate sequence of activities sheet exists for each type of TA activity (see example of sheet for on-site consultation in Attachment 8). All six types of the sequence sheets have the same format and show the steps involved in carrying out a particular type of TA activity.

Select the sequence sheet from the Needs Assessment Package which corresponds to the type of technical assistance activity chosen for the TA need, and follow the directions on the sheet. If more than one objective was developed, complete a separate sequence sheet for each objective. An extra space exists on the form to allow for individualization of the activity sequence by adding more activities, or by rearranging the existing ones. An example of an activity that you may wish to add is the development of a written plan that would be sent to a consultant prior to the consultant's visit.

The deadline selected for the completion of each TA objective should guide the selection of specific dates for each activity in the sequence. Use the deadline of the TA objective as a beginning point, and then "backchain" the timeline using the suggested time frames between activities. If a combination of delivery methods was chosen to address a technical assistance need, lay out the total plan using the appropriate sequence of activities work sheets.

VIII. RECOMMENDATIONS, QUALIFICATIONS, AND OTHER INFORMATION. Use this additional space to list any information that will be helpful to TADS in assisting with this technical assistance plan--for example: specific content areas, skills, expertise needed by consultant; specific program to be visited; or recommended or requested consultant.

SECTION IV

Summary and Evaluation

Closure to the Needs Assessment is achieved by summarizing the process and returning the appropriate materials to TADS. This fourth and final section describes what needs to be done and how.

SUGGESTIONS FOR SUMMARIZING

The "Needs Assessment Summary Report" form (see Attachment 9 on page 119) is to be completed by the project and returned to TADS. In the section of that form labeled "Project's Needs Assessment Facilitator," the name and title/position of the project staff person who had primary responsibility for facilitating the needs assessment should be listed (e.g., Mary Smith, Project Director). The Needs Assessor, if one was present, should be listed on the designated line. The names and titles of *all* people on the staff who were involved in the needs assessment are to be included. In the agenda section, list the major activities that were conducted and the time of day each was accomplished. For example:

November 6, 19--

8:30 - 9:00 .....Introduction and Overview of Needs Assessment
9:00 - 10:00 .....Reviewed Services for Children Program Activities
(etc.)

November 7, 19--

9:00 - 9:15 .....Reviewed the Day's Agenda

9:15 - 10:30 .....Selected the Needs to be Addressed and Developed the TA Objectives
(etc.)

If a written agenda for the two days was developed which accurately reflects the days' schedules, it may be attached in lieu of completing the agenda section.

EVALUATION

Each project and needs assessor should complete an "Evaluation of Needs Assessment" form. This form, which is enclosed with the supplemental material, probes for accomplishments of the needs assessment, client satisfaction with needs assessment, and other outcomes which may have been generated by the needs assessment process.

MATERIALS TO BE RETURNED TO TADS

Prior to mailing the materials listed below, COPIES SHOULD BE MADE OF ALL DOCUMENTS. This precautionary measure is strongly recommended, since items are sometimes lost in the mail.

THESE MATERIALS ARE TO BE RETURNED TO TADS IN THE ENVELOPE PROVIDED:

1. A copy of the completed HCEEP Demonstration Project Profile and Summary Page.

2. All completed copies of the Technical Assistance Agreement Work Sheets.

3. All completed copies of the Sequence of Technical Assistance Activities. These should be attached to corresponding TA Agreement Work Sheet.

4. The completed Needs Assessment Summary Report.

5. The completed Project Evaluation of Needs Assessment Form.

NEXT STEPS

Once the needs assessment materials have been received by TADS, they will be reviewed to ensure their clarity. The project's Technical Assistance Coordinator at TADS will call the project within three working days after the receipt of the materials, and will address any questions. Once the tentative agreements have been clarified, the TA Coordinator will develop a "Memorandum of Agreement." This memorandum will receive a thorough "in-house" review to check for clarity once again and to ensure that TADS' resources will be available to provide the assistance requested. The Associate Director of TADS for Services to Projects will then sign the agreement and it will be mailed to the project for approval and signature. Unless special arrangements have been made with the TADS TA Coordinator, TADS will *not* begin technical assistance services described in the agreements until the "Memorandum of Agreement" has been approved, signed, and returned. Two copies of the "Memorandum of Agreement/Technical Assistance Agreement" are then sent to OSE along with the "Needs Assessment Summary Report."

Please Note

TADS TA Coordinators are available for telephone consultation/clarification during the Needs Assessment process for projects engaged in self-assessment and those with an external Needs Assessor on-site. (Collect calls will be accepted at 919/~~967-9221~~ 962-3001.)

ATTACHMENTS

ATTACHMENT 1

Handling of Needs Assessment Information

HANDLING OF NEEDS ASSESSMENT INFORMATION

One of the principles of the TADS program is the maintenance of confidentiality between TADS and the programs that TADS serves. In addition, OSE has acknowledged the importance of this principle and does not request that TADS provide them with evaluative information on individual programs. However, TADS is required to report to OSE regularly on the technical assistance services it provides to projects, including needs assessments.

The specific, completed needs assessment forms and materials used in a needs assessment remain at the TADS office and are not shared with any other projects or with OSE. These materials include:

a. The HCEEP Demonstration Project Profile and Summary Page

b. The Technical Assistance Agreement Work Sheets and Sequence of Activities Sheets

c. The Needs Assessor's Report

d. The Evaluation of Needs Assessment Form

TADS does provide two documents to OSE as a result of the needs assessment. They are:

a. A Needs Assessment Summary Report

b. Two copies of the signed Memorandum of Agreement between TADS and the project.

Both of these documents are sent to the project for review before they are sent to OSE.

Finally, TADS provides OSE with summary data on the needs assessment of all projects, showing how needs break out across program areas and by year of funding.

ATTACHMENT 2

HCEEP Demonstration Project Profile
A Needs Assessment Instrument

TADS – WESTAR

HCEEP DEMONSTRATION PROJECT PROFILE:
A Needs Assessment Instrument

This needs assessment instrument was developed by the Technical Assistance Development System (TADS) and Western States Technical Assistance Resource (WESTAR). It will be used with HCEEP Demonstration Projects throughout the United States to assess project needs which might be addressed through systematic technical assistance.

May, 1978

HCEEP DEMONSTRATION PROJECT PROFILE: A NEEDS ASSESSMENT INSTRUMENT

Instructions

The purposes of this needs assessment instrument are to: (a) provide a systematic review of the current status of an HCEEP demonstration project, (b) identify the areas in which further development is needed or desired during this year, and (c) define those areas in which technical assistance can help the project make the needed or desired progress. The HCEEP Demonstration Project Profile is divided into five major program areas: Administration and Management; Services for Children; Services for Parents; Staff Development; and Demonstration, Dissemination and Continuation.

The profile examines each major program area to determine a) how extensively each area has been planned and conceptualized, b) the extent to which the plans in each program area are being implemented, and c) the extent to which each program area is being evaluated.

Tasks which are common to many HCEEP demonstration projects comprise the items on the profile. Additional space is also provided for any tasks not captured on the profile. Each task should be examined using the following steps:

Step I – Determine whether the task is relevant to the demonstration project. If the task is not relevant, circle "0" on the rating scale and proceed to the next item.

Step II – If the task is relevant, rate the current status of the project on that task using the following scale:

1. "1"– Must Be Considered and Planned (The task is relevant, but work to complete it has not begun.)
2. "2"– Task Partly Completed (Work to complete the task has been started.)
3. "3"– Task Completed/In Operation (No additional work to complete the task is needed. Work related to the task may be ongoing.)

Step III – If the current status of the task is rated either "1" or "2," determine whether the status of that task should change during this year in order for the demonstration project to make needed or desired progress. If a change in status is indicated, record the desired status in the space provided. For example, a task may be rated at "1" and the desired status for the end of the year is "3." Record a 3 in the space provided. If no change in status is desired write NC in the space provided.

Step IV – For every task where a desired change in status has been indicated, determine whether the project can make the desired progress using its own resources, or whether technical assistance will be necessary to achieve the desired progress. If technical assistance is needed, place a check (✓) in the space provided. A technical assistance need may also be indicated in relation to a task that has been rated "3"–Task Completed/In Operation. In such cases the purpose of the technical assistance would be to enhance the project's procedures in that task area.

ADMINISTRATION AND MANAGEMENT COMPONENT

This section deals with the overall organization, administration and management of the project.

Conceptualization

	CURRENT PROJECT STATUS					
	Not Relevant To The Project	Must Be Considered And Planned	Task Partially Completed	Task Completed/ In Operation	Desired Change In Status During This Year	Technical Assistance Need
PROGRAM PLANNING						
The project has a written statement of . . .						
1. . . . the overall program philosophy.	0	1	2	3	___	___
2. . . . project goals and objectives consistent with the program philosophy.	0	1	2	3	___	___
3. . . . activities and timelines for the achievement of each goal and objective.	0	1	2	3	___	___
4. . . . the project's organizational structure.	0	1	2	3	___	___
5. . . . the roles and responsibilities between the project and the local fiscal agency.	0	1	2	3	___	___
6. . . . a policy for involvement with other agencies and projects.	0	1	2	3	___	___
7. . . . regular project review.	0	1	2	3	___	___
8. . . . procedures for informed consent, due process and assurance of confidentiality.	0	1	2	3	___	___
PERSONNEL						
The project has a written statement of and/or clearly delineated plans and procedures for . . .						
9. . . . identifying current and future staffing needs.	0	1	2	3	___	___
10. . . . developing job descriptions and qualifications for all project staff.	0	1	2	3	___	___
11. . . . recruitment that meets the needs of the project and falls within legal guidelines.	0	1	2	3	___	___
PHYSICAL ARRANGEMENTS						
The project has a written statement of and/or clearly delineated plans and procedures for . . .						
12. . . . preparing the project's physical facilities.	0	1	2	3	___	___
13. . . . identifying equipment and supplies to be purchased.	0	1	2	3	___	___
14. . . . meeting the transportation needs of children, parents and/or staff.	0	1	2	3	___	___

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ADMINISTRATION AND MANAGEMENT COMPONENT

	CURRENT PROJECT STATUS					
	Not Relevant To The Project	Must Be Considered And Planned	Task Partially Completed	Task Completed/ In Operation	Desired Change In Status During This Year	Technical Assistance Need
FINANCIAL ADMINISTRATION						
The project has a written statement of and/or clearly delineated plans and procedures for . . .						
15. . . . reviewing the budget during the current year.	0	1	2	3	___	___
16. . . . expending funds, accounting for expenditures, initiating budget changes and purchasing.	0	1	2	3	___	___
17. . . . meeting the cost analysis information needs of the project.	0	1	2	3	___	___
EVALUATION PLANNING						
The project has a written statement of and/or clearly delineated plans and procedures for . . .						
18. . . . identifying the audiences for the evaluation and their information needs.	0	1	2	3	___	___
19. . . . identifying the major areas of the program to be evaluated.	0	1	2	3	___	___
20. . . . determining the specific kinds of information to be collected for each selected component.	0	1	2	3	___	___
21. . . . selecting the procedures and/or instruments for collecting the required information.	0	1	2	3	___	___
22. . . . selecting procedures to be used in analyzing and interpreting the data.	0	1	2	3	___	___
23. . . . determining staff and nonstaff (if applicable) responsibilities for evaluation.	0	1	2	3	___	___
24. . . . establishing a timeline for data collection and analysis.	0	1	2	3	___	___
25. . . . determining procedures for presenting the evaluation to its intended audiences.	0	1	2	3	___	___
26. . . . establishing a system for continuous evaluation feedback to the staff.	0	1	2	3	___	___
RECORDS AND REPORTS						
The project has a written statement of and/or clearly delineated plans and procedures for . . .						
27. . . . designing a records and filing system for each project component.	0	1	2	3	___	___
28. . . . preparing reports to BEH, the local fiscal agency and/or potential sources of continuation funding.	0	1	2	3	___	___

ADMINISTRATION AND MANAGEMENT COMPONENT

	CURRENT PROJECT STATUS					
	Not Relevant To The Project	Must Be Considered And Planned	Task Partially Completed	Task Completed/ In Operation	Desired Change In Status During This Year	Technical Assistance Need
ADVISORY BOARD						
The project has a written statement of and/or clearly delineated plans and procedures for . . .						
29. . . . determining the advisory board's membership.	0	1	2	3	___	___
30. . . . determining the roles and functions of the advisory board.	0	1	2	3	___	___
31. . . . scheduling and conducting advisory board meetings.	0	1	2	3	___	___
COORDINATION WITH OTHER AGENCIES						
The project has a written statement of and/or clearly delineated plans and procedures for . . .						
32. . . . establishing liaison with other local and state agencies.	0	1	2	3	___	___
33. . . . participating in planning efforts for services to young handicapped children and their families at the community and/or state level.	0	1	2	3	___	___
OTHER CONCEPTUALIZATION TASKS:						
_____	0	1	2	3	___	___
_____	0	1	2	3	___	___

Implementation

PROGRAM PLANNING						
34. Project goals and objectives are being reviewed and/or revised to reflect any shifts in program planning and development.	0	1	2	3	___	___
35. Progress toward the achievement of each project goal and objective is being maintained according to established timelines.	0	1	2	3	___	___
36. All aspects of the project's organizational structure are operational.	0	1	2	3	___	___

ADMINISTRATION AND MANAGEMENT COMPONENT

	CURRENT PROJECT STATUS					
	Not Relevant To The Project	Must Be Considered And Planned	Task Partially Completed	Task Completed/ In Operation	Desired Change In Status During This Year	Technical Assistance Need
37. The roles and responsibilities between the project and its local fiscal agency are being carried out as established.	0	1	2	3	___	___
38. Regular project review procedures are being carried out as established.	0	1	2	3	___	___
39. Procedures for providing informed consent, due process and assurance of confidentiality are being carried out as established.	0	1	2	3	___	___
PERSONNEL						
40. Project staff have been hired.	0	1	2	3	___	___
41. Project staff are carrying out their respective responsibilities as described in their job descriptions.	0	1	2	3	___	___
PHYSICAL ARRANGEMENTS						
42. Needed physical facilities have been secured and/or prepared.	0	1	2	3	___	___
43. Supplies and equipment have been purchased.	0	1	2	3	___	___
44. The transportation system is in operation.	0	1	2	3	___	___
FINANCIAL ADMINISTRATION						
45. Procedures for expending and monitoring project funds have been implemented.	0	1	2	3	___	___
46. Procedures to meet the cost analysis information needs of the project have been implemented.	0	1	2	3	___	___
EVALUATION PLANNING						
47. All instruments and procedures have been purchased and/or developed.	0	1	2	3	___	___
48. A system for collecting, storing and retrieving evaluation data is operational for each program component.	0	1	2	3	___	___
49. Methods for processing and analyzing data are operational.	0	1	2	3	___	___
50. Mechanisms for preparing reports containing evaluation data for target audiences are operational.	0	1	2	3	___	___

ADMINISTRATION AND MANAGEMENT COMPONENT

	CURRENT PROJECT STATUS					
	Not Relevant To The Project	Must Be Considered And Planned	Task Partially Completed	Task Completed/ In Operation	Desired Change In Status During This Year	Technical Assistance Need
51. A system for regularly providing evaluation feedback to the staff is operational.	0	1	2	3	___	___
RECORDS AND REPORTS						
52. The records and filing system(s) are established and operational.	0	1	2	3	___	___
53. Reports are being prepared as required or needed.	0	1	2	3	___	___
ADVISORY BOARD						
54. The advisory board membership is complete.	0	1	2	3	___	___
55. The advisory board is fulfilling its roles and functions.	0	1	2	3	___	___
COORDINATION WITH OTHER AGENCIES						
56. Information is being exchanged with other preschool programs and agencies.	0	1	2	3	___	___
57. The project is represented in community/state planning efforts for providing services to young handicapped children and their families.	0	1	2	3	___	___
58. The children being served in the project are included in the LEA/SEA child count.	0	1	2	3	___	___
OTHER IMPLEMENTATION TASKS:						
_____	0	1	2	3	___	___
_____	0	1	2	3	___	___

ADMINISTRATION AND MANAGEMENT COMPONENT

	CURRENT PROJECT STATUS					
	Not Relevant To The Project	Must Be Considered And Planned	Task Partially Completed	Task Completed/ In Operation	Desired Change In Status During This Year	Technical Assistance Need
Evaluation						
59. Evaluation data on goals and objectives related to administration are being collected.	0	1	2	3	___	___
60. A list of the project staff, job titles and role descriptions is available.	0	1	2	3	___	___
61. An organizational chart showing staff responsibilities and coordination is available.	0	1	2	3	___	___
62. Evaluation reports and/or other required records and reports are available for review.	0	1	2	3	___	___
63. Documentation of contacts, referrals and other coordinated activities with other agencies is available.	0	1	2	3	___	___
64. Minutes of advisory board meetings and documentation of other advisory board activities are available	0	1	2	3	___	___

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SERVICES FOR CHILDREN COMPONENT

This component identifies tasks related to providing services for the project's children. It includes locating, screening and admitting children into the project. It also deals with curriculum development and carrying out IEP's.

	CURRENT PROJECT STATUS					
	Not Relevant To The Project	Must Be Considered And Planned	Task Partially Completed	Task Completed/ In Operation	Desired Change In Status During This Year	Technical Assistance Need
Conceptualization						
1. The project has a written statement of the philosophy/theoretical approach to the project's services to young handicapped children.	0	1	2	3	___	___
2. The project has a written statement of goals and objectives for the Services for Children Component.	0	1	2	3	___	___
3. The project has a written statement of the number and type(s) of children to be served (by age and handicapping condition).	0	1	2	3	___	___
The project has a written statement of and/or clearly delineated plans and procedures for . . .						
4. . . . locating children that might be eligible for the project (case-finding).	0	1	2	3	___	___
5. . . . screening children to determine their eligibility for the project.	0	1	2	3	___	___
6. . . . admitting children into the program (including established admission criteria).	0	1	2	3	___	___
7. . . . referring handicapped children who are not admitted into the project.	0	1	2	3	___	___
8. . . . providing an assessment for each child admitted to the project that is appropriate and non-discriminating.	0	1	2	3	___	___
9. . . . developing an individualized educational plan (IEP) for each child admitted to the project that conforms to state and federal guidelines.	0	1	2	3	___	___
10. . . . using assessment data in the development of the annual and short term goals in a child's IEP.	0	1	2	3	___	___
11. . . . developing instructional plans to meet the annual and short term goals in a child's IEP.	0	1	2	3	___	___
12. . . . collecting data on each child's progress toward annual and short term goals and using the data for decision making.	0	1	2	3	___	___
13. . . . documenting the progress of children using reliable instruments administered at program entry and at predetermined points in time.	0	1	2	3	___	___
14. . . . developing or adopting an overall curriculum for the project.	0	1	2	3	___	___
15. . . . acquiring services for children from other agencies.	0	1	2	3	___	___

SERVICES FOR CHILDREN COMPONENT

	CURRENT PROJECT STATUS					
	Not Relevant To The Project	Must Be Considered And Planned	Task Partially Completed	Task Completed/ In Operation	Desired Change In Status During This Year	Technical Assistance Need
The project has a written statement of and/or clearly delineated plans and procedures for . . .						
16. . . . assisting other programs into which children are placed when they leave the project.	0	1	2	3	___	___
17. . . . assigning staff responsibilities within the Services for Children Component.	0	1	2	3	___	___
18. . . . maintaining records on the activities of the Services for Children Component.	0	1	2	3	___	___
OTHER CONCEPTUALIZATION TASKS:						
_____	0	1	2	3	___	___
_____	0	1	2	3	___	___

Implementation

19. Casefinding activities are ongoing or completed for this year.	0	1	2	3	___	___
20. Screening activities are ongoing or completed for this year.	0	1	2	3	___	___
21. The project has admitted and is currently serving the number and type(s) of children specified in its plans.	0	1	2	3	___	___
22. Referral procedures for handicapped children who were not admitted to the project have been carried out.	0	1	2	3	___	___
23. Assessment procedures have been carried out for each child admitted to the project.	0	1	2	3	___	___
24. An IEP has been developed for each child admitted to the project.	0	1	2	3	___	___
25. Procedures for developing instructional plans for each child and collecting data for instructional decision making have been implemented.	0	1	2	3	___	___
26. Procedures for documenting the progress of children using reliable instruments have been implemented according to established timelines.	0	1	2	3	___	___
27. An overall curriculum for the project has been developed or adopted and is being implemented.	0	1	2	3	___	___

SERVICES FOR CHILDREN COMPONENT

	CURRENT PROJECT STATUS					
	Not Relevant To The Project	Must Be Considered And Planned	Task Partially Completed	Task Completed/ In Operation	Desired Change In Status During This Year	Technical Assistance Need
28. Sufficient curriculum materials have been acquired to carry out the project's instructional program.	0	1	2	3	___	___
29. Records are being maintained on the activities of the Services for Children Component.	0	1	2	3	___	___
30. An individual record file on each child served by the project is being maintained.	0	1	2	3	___	___
31. Procedures for securing services for children through other agencies have been implemented.	0	1	2	3	___	___
32. Procedures for assisting a child's transition into another program have been implemented.	0	1	2	3	___	___
OTHER IMPLEMENTATION TASKS:						
_____	0	1	2	3	___	___
_____	0	1	2	3	___	___

Evaluation

Data are being collected to . . .						
33. . . . document that the criteria for selection of children for project services have been established and are being followed.	0	1	2	3	___	___
34. . . . document services provided or secured for children not accepted into the program.	0	1	2	3	___	___
35. . . . document other services (external to the project) obtained for project children.	0	1	2	3	___	___
36. . . . document that the planned services were provided to project children.	0	1	2	3	___	___
37. . . . document the extent to which each child has attained the instructional objectives of the IEP.	0	1	2	3	___	___
38. . . . document the extent to which the goals and objectives of the Services for Children Component have been attained.	0	1	2	3	___	___
39. . . . document the extent to which parents are satisfied with project services for their children.	0	1	2	3	___	___
40. . . . document the progress of children apart from each child's IEP.	0	1	2	3	___	___

SERVICES FOR PARENTS COMPONENT

This component identifies tasks that relate to the project's program for serving parents and other family members and for involving parents in project operations. Tasks in this section may also apply to other caregivers such as aides (in institutional settings) or foster parents.

	CURRENT PROJECT STATUS					
	Not Relevant To The Project	Must Be Considered And Planned	Task Partially Completed	Task Completed/ In Operation	Desired Change In Status During This Year	Technical Assistance Need
Conceptualization						
1. The project has a written statement of the philosophy for parent and family involvement with the project.	0	1	2	3	___	___
2. The project has a written statement of goals and objectives for the Services for Parents Component.	0	1	2	3	___	___
The project has a written statement of and/or clearly delineated plans and procedures for . . .						
3. . . . orienting parents and other family members to the project.	0	1	2	3	___	___
4. . . . determining the needs of parents that can be addressed by the project.	0	1	2	3	___	___
5. . . . providing direct project services for parents.	0	1	2	3	___	___
6. . . . providing types of parent involvement other than receiving direct services.	0	1	2	3	___	___
7. . . . identifying needs and acquiring services for parents from other agencies.	0	1	2	3	___	___
8. . . . providing information and involvement for parents as required in PL 94-142 and HCEEP guidelines.	0	1	2	3	___	___
9. . . . assigning staff responsibilities within the Services for Parents Component.	0	1	2	3	___	___
10. . . . maintaining records on the activities of the Services for Parents Component.	0	1	2	3	___	___
OTHER CONCEPTUALIZATION TASKS:						
_____	0	1	2	3	___	___
_____	0	1	2	3	___	___

SERVICES FOR PARENTS COMPONENT

	CURRENT PROJECT STATUS					
	Not Relevant To The Project	Must Be Considered And Planned	Task Partially Completed	Task Completed/ In Operation	Desired Change In Status During This Year	Technical Assistance Need
Implementation						
11. The philosophy, goals, and objectives for parent and family involvement has been communicated to staff and parents.	0	1	2	3	___	___
12. Materials necessary for implementing the activities of the Services for Parents Component have been developed and/or acquired.	0	1	2	3	___	___
13. Procedures for orienting parents and other family members to the project have been implemented.	0	1	2	3	___	___
14. Procedures for determining the needs of parents have been implemented.	0	1	2	3	___	___
15. Procedures for providing direct project services for parents have been implemented.	0	1	2	3	___	___
16. Procedures for providing types of parent involvement other than receiving direct project services have been implemented.	0	1	2	3	___	___
17. Procedures for identifying needs and acquiring services for parents from other agencies have been implemented.	0	1	2	3	___	___
18. Procedures for providing information and involvement for parents as required in PL 94-142 and HCEEP guidelines have been implemented.	0	1	2	3	___	___
19. Records on the activities of the Services for Parents Component are being maintained.	0	1	2	3	___	___
OTHER IMPLEMENTATION TASKS:						
_____	0	1	2	3	___	___
_____	0	1	2	3	___	___

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SERVICES FOR PARENTS COMPONENT

	CURRENT PROJECT STATUS					
	Not Relevant To The Project	Must Be Considered And Planned	Task Partially Completed	Task Completed/ In Operation	Desired Change In Status During This Year	Technical Assistance Need
Evaluation						
Data are being collected to . . .						
20. . . . document existing needs of project parents.	0	1	2	3	___	___
21. . . . document the extent to which planned services have been delivered.	0	1	2	3	___	___
22. . . . document the extent to which other types of parent involvement have occurred.	0	1	2	3	___	___
23. . . . document the extent to which goals and objectives of the Services for Parents Component have been attained.	0	1	2	3	___	___
24. . . . document the extent to which parents are satisfied with project services for themselves.	0	1	2	3	___	___
25. . . . document the extent of progress (or change) in parents where appropriate.	0	1	2	3	___	___

STAFF DEVELOPMENT COMPONENT

This component identifies tasks that relate to the professional development of project staff. It includes determining staff development needs, resources, and plans to meet those needs.

	CURRENT PROJECT STATUS					
	Not Relevant To The Project	Must Be Considered And Planned	Task Partially Completed	Task Completed/ In Operation	Desired Change In Status During This Year	Technical Assistance Need
Conceptualization						
1. The project has a written statement of goals and objectives for the Staff Development Component.	0	1	2	3	___	___
The project has a written statement of and/or clearly delineated plans and procedures for . . .						
2. . . . orienting staff to the project and the Handicapped Children's Early Education Program.	0	1	2	3	___	___
3. . . . identifying the competencies necessary to fulfill each staff role.	0	1	2	3	___	___
4. . . . determining staff development/training needs.	0	1	2	3	___	___
5. . . . a staff development/training program that addresses the currently identified needs.	0	1	2	3	___	___
6. . . . assigning staff responsibilities within the Staff Development Component.	0	1	2	3	___	___
7. . . . maintaining records on the activities of the Staff Development Component.	0	1	2	3	___	___
OTHER CONCEPTUALIZATION TASKS:						
_____	0	1	2	3	___	___
_____	0	1	2	3	___	___
Implementation						
8. Current staff have been oriented to the project and to the Handicapped Children's Early Education Program.	0	1	2	3	___	___
9. Staff development/training needs have been identified.	0	1	2	3	___	___
10. Resources needed for implementing the staff development/training program have been acquired.	0	1	2	3	___	___

STAFF DEVELOPMENT COMPONENT

	CURRENT PROJECT STATUS					
	Not Relevant To The Project	Must Be Considered And Planned	Task Partially Completed	Task Completed/ In Operation	Desired Change In Status During This Year	Technical Assistance Need
11. Staff development activities are ongoing and/or completed.	0	1	2	3	___	___
12. Records on the activities of the Staff Development Component are being maintained.	0	1	2	3	___	___
OTHER IMPLEMENTATION TASKS:						
_____	0	1	2	3	___	___
_____	0	1	2	3	___	___

Evaluation

Data are being collected to . . .

13. . . . document the existing staff development needs of project staff.	0	1	2	3	___	___
14. . . . document the extent to which all planned staff development activities were provided.	0	1	2	3	___	___
15. . . . document the extent to which goals and objectives of the Staff Development Component have been attained.	0	1	2	3	___	___
16. . . . document the extent to which staff members were satisfied with the staff development program.	0	1	2	3	___	___
17. . . . document the extent of progress or change in staff knowledge/skills as a result of staff development activities (where appropriate).	0	1	2	3	___	___
18. . . . document the extent to which project staff have acquired the competencies necessary to fulfill their respective staff roles.	0	1	2	3	___	___

DEMONSTRATION, DISSEMINATION AND CONTINUATION COMPONENT

This section identifies tasks related to the project's plans for impacting upon its community and state during the three year demonstration phase. It includes plans for communicating with the general public and with specific target audiences. It also deals with plans for acquiring continuation funding beyond the three years of BEH support.

	CURRENT PROJECT STATUS					
	Not Relevant To The Project	Must Be Considered And Planned	Task Partially Completed	Task Completed/ In Operation	Desired Change In Status During This Year	Technical Assistance Need
Conceptualization						
1. The project has a written statement of goals and objectives for the Demonstration, Dissemination and Continuation Component.	0	1	2	3	___	___
The project has a written statement of and/or clearly delineated plans and procedures for . . .						
2. . . . developing public awareness of the need for services for young handicapped children.	0	1	2	3	___	___
3. . . . providing information to the public about the project.	0	1	2	3	___	___
4. . . . selecting the aspects of the project that will be disseminated.	0	1	2	3	___	___
5. . . . selecting the target audiences for the project's demonstration and dissemination activities.	0	1	2	3	___	___
6. . . . influencing the selected target audiences.	0	1	2	3	___	___
7. . . . developing specific products to be used in demonstration and dissemination activities.	0	1	2	3	___	___
8. . . . demonstrating the project to on-site visitors.	0	1	2	3	___	___
9. . . . carrying out dissemination activities with the selected target audiences.	0	1	2	3	___	___
10. . . . identifying potential sources for continuation funding.	0	1	2	3	___	___
11. . . . collecting and organizing the information needed for soliciting continuation funding.	0	1	2	3	___	___
12. . . . presenting the project's request for continuation funding to the identified funding sources.	0	1	2	3	___	___
13. . . . assigning staff responsibilities within the Demonstration, Dissemination and Continuation Component.	0	1	2	3	___	___
14. . . . maintaining records on the activities of the Demonstration, Dissemination and Continuation Component.	0	1	2	3	___	___
OTHER CONCEPTUALIZATION TASKS:						
_____	0	1	2	3	___	___
_____	0	1	2	3	___	___

DEMONSTRATION, DISSEMINATION AND CONTINUATION COMPONENT

Implementation

	CURRENT PROJECT STATUS					
	Not Relevant To The Project	Must Be Considered And Planned	Task Partially Completed	Task Completed/ In Operation	Desired Change In Status During This Year	Technical Assistance Need
15. Plans for developing public awareness of the need for services for young handicapped children have been implemented.	0	1	2	3	___	___
16. Plans for providing information to the public about the project have been implemented.	0	1	2	3	___	___
17. The target audiences for the project's demonstration and dissemination activities have been selected.	0	1	2	3	___	___
18. All planned demonstration/dissemination products have been developed.	0	1	2	3	___	___
19. Procedures for demonstrating the project to on-site visitors have been implemented.	0	1	2	3	___	___
20. Procedures for carrying out dissemination activities with selected target audiences have been implemented.	0	1	2	3	___	___
21. Potential sources for continuation funding have been identified.	0	1	2	3	___	___
22. Information needed for soliciting continuation funding has been collected and organized for presentation to identified continuation funding sources.	0	1	2	3	___	___
23. Strategies for presenting the project's requests for continuation funding are being carried out.	0	1	2	3	___	___
24. Records on the activities of the Demonstration, Dissemination and Continuation Component are being maintained.	0	1	2	3	___	___
OTHER IMPLEMENTATION TASKS:						
_____	0	1	2	3	___	___
_____	0	1	2	3	___	___

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DEMONSTRATION, DISSEMINATION AND CONTINUATION COMPONENT

	CURRENT PROJECT STATUS					
	Not Relevant To The Project	Must Be Considered And Planned	Task Partially Completed	Task Completed/ In Operation	Desired Change In Status During This Year	Technical Assistance Need
Evaluation						
Data are being collected to . . .						
25. . . . document the level of knowledge of persons receiving demonstration information (where appropriate).	0	1	2	3	___	___
26. . . . document the extent to which all planned demonstration, dissemination and continuation activities were carried out.	0	1	2	3	___	___
27. . . . document the extent to which the goals and objectives of the Demonstration, Dissemination and Continuation Component were met.	0	1	2	3	___	___
28. . . . document the extent to which demonstration and dissemination audiences were satisfied with the activities (where appropriate).	0	1	2	3	___	___
29. . . . document the number of replication sites and number of children served in each site (where appropriate).	0	1	2	3	___	___

ATTACHMENT 3

HCEEP Model Development Guide

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Office of Special Education
August 1979

HCEEP Model Development Guide

▲ YEAR ONE - JULY THROUGH DECEMBER FIRST MID YEAR REPORT ▲

MANAGEMENT FUNCTION	MODEL COMPONENTS							
	CONCEPTUALIZATION	TARGET POPULATION	INTERVENTION	STAFF DEVELOPMENT	SERVICES TO PARENTS	EVALUATION	DEMONSTRATION	DISSEMINATION
PROGRAM PLANNING	Review of philosophical approach after funding	Written specifications for target population and referral procedures	Select appropriate curriculum, assessment procedures	Write and review position description and compare with other components	Write parent programming procedures	Evaluation design: draft written; data collection begun on staff development	Identify various professional and parent groups as potential interested parties	Inform papers, TV, news media, of project. Alert agency officials
PROGRAM IMPLEMENTATION	Implications for other activities			Hire staff and begin staff development process				
PROGRAM EVALUATION AND MODIFICATION	Adaptation and changes in approach							
PROGRAM MAINTENANCE AND INSTITUTIONALIZATION	Begin process of making others aware of approach							

▲ YEAR ONE - JANUARY THROUGH JUNE FIRST ANNUAL REPORT ▲

MANAGEMENT FUNCTION	MODEL COMPONENTS							
	CONCEPTUALIZATION	TARGET POPULATION	INTERVENTION	STAFF DEVELOPMENT	SERVICE TO PARENTS	EVALUATION	DEMONSTRATION	DISSEMINATION
PROGRAM PLANNING							Planning continues with target audience selection	
PROGRAM IMPLEMENTATION		Selection of Children begun, beginning of January	In place and children being served by January. Assessment and teaching begun	Staff development continues	Selection of procedures for parental involvement - timelines,etc.	Data collection begun on all program components	Demonstration to parents, community members	Printing of brochures and target audiences selected
PROGRAM EVALUATION AND MODIFICATION		Review in terms of appropriateness and relevance	Initial weekly assessments of appropriateness of intervention	Develop schedule and timelines for staff development				
PROGRAM MAINTENANCE AND INSTITUTIONALIZATION	Conceptualization should be firm at this point but subject to adaptation	Established and firm by close of year	Major content of intervention strategies reviewed and in place by end of first year				Look to internal targets to institutionalize procedures	Begin to systematically look for continuation funds
PROGRAM EXPANSION							Identify sites and groups for demonstration	Look for external target for possible replication

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▲▲ YEAR TWO - JULY THROUGH DECEMBER SECOND MID YR REPORT ▲▲

MANAGEMENT FUNCTION	MODEL COMPONENTS							
	CONCEPTUALIZATION	TARGET POPULATION	INTERVENTION	STAFF DEVELOPMENT	SERVICES TO PARENTS	EVALUATION	DEMONSTRATION	DISSEMINATION
PROGRAM PLANNING						Plan draft evaluation reports for external audiences		Begin planning of final products
PROGRAM IMPLEMENTATION	ALL	COMPONENTS	IMPLEMENTED					
PROGRAM EVALAUATION AND MODIFICATION	Reassessment with minor adaptations	Some possible re-definitions and improvement of referral system	Final decions on intervention strategies	Continues with addition of new staff and possible changes	Continues with improved parent involvement	Data collection process with final adaptations	Demo activities increase with emphasis on visitations	Final plans for dissemination
PROGRAM MAINTENANCE AND INSTITUTIONALIZATION							Increased project activities and liaison with community	Emphasis on external development
PROGRAM EXPANSION							Exploration of possible new demo sites	

▲▲ YEAR TWO - JANUARY THROUGH JUNE SECOND ANNUAL REPORT ▲▲

MANAGEMENT FUNCTION	MODEL COMPONENTS							
	CONCEPTUALIZATION	TARGET POPULATION	INTERVENTION	STAFF DEVELOPMENT	SERVICES TO PARENTS	EVALUATION	DEMONSTRATION	DISSEMINATION
PROGRAM PLANNING								Planning of final products completed
PROGRAM IMPLEMENTATION	ALL MODEL	COMPONENTS FULLY IMPLEMENTED				Data collection on all program components fully operational		Drafts of products completed
PROGRAM EVALUATION AND MODIFICATION	ALL MODEL	COMPONENTS	PERIODICALLY REVIEWED			Review of finalize draft evaluations reporting formsts	Demonstration to all interested audience reviewed systematically	Review of drafts by TA personnel, BEH Staff others
PROGRAM MAINTENANCE AND INSTITUTIONALIZATION	ALL MODEL COMPONENTS FINALIZED AND INTERNAL AUDIENCES ARE PROVIDED WITH INFORMATION							Review by internal audiences
PROGRAM EXPANSION	Preliminary considerations of adaptations	Consideration of changes which can lead to increased target population						Identification and formal contact with potential replicatinn

▲▲▲ YEAR THREE - JULY THROUGH DECEMBER - THIRD MID YEAR REPORT ▲▲▲

MANAGEMENT FUNCTION	MODEL COMPONENTS							
	CONCEPTUALIZATION	TARGET POPULATION	INTERVENTION	STAFF DEVELOPMENT	SERVICES TO PARENTS	EVALUATION	DEMONSTRATION	DISSEMINATION
PROGRAM PLANNING								Plan for dissemination in year(s) after grant
PROGRAM IMPLEMENTATION	ALL MODEL COMPONENTS FULLY IMPLEMENTED							Full implementation of dissemination with products ready for printing or production
PROGRAM EVALUATION AND MODIFICATION		FINAL MINOR ADAPTATIONS BEFORE FINAL DEVELOPMENT						Final Modifications
PROGRAM MAINTENANCE AND INSTITUTIONALIZATION						Data Collection for all external audiences completed	Commitment for continuation secured; full demonstration activities	Dissemination to target audiences on plans for continuation and indicators of success
PROGRAM EXPANSION							Plans for increasing demonstration efforts with new funding sources	Replication activities in place and implemented

▲▲▲ YEAR THREE - JANUARY THROUGH JUNE - FINAL REPORT ▲▲▲

MANAGEMENT FUNCTION	MODEL COMPONENTS							
	CONCEPTUALIZATION	TARGET POPULATION	INTERVENTION	STAFF DEVELOPMENT	SERVICES TO PARENTS	EVALUATION	DEMONSTRATION	DISSEMINATION
PROGRAM PLANNING								
PROGRAM IMPLEMENTATION	ALL MODEL COMPONENTS IMPLEMENTED							
PROGRAM EVALUATION AND MODIFICATION	EVALUATION DATA AND DOCUMENTATION ANALYZED FOR FINAL REPORT				COMPILED AND			Final Report with all Data
PROGRAM MAINTENANCE AND INSTITUTIONALIZATION	FUNDS FOR CONTINUATION SECURED							And products provided to O.S.E. (90 days after June 30)
PROGRAM EXPANSION	REPLICATION SITE(S) AND ACTIVITIES IN FULL OPERATION							

ATTACHMENT 4

EXAMPLE OF RATED PROFILE PAGE

EXAMPLE

RATED PROFILE PAGE

SERVICES FOR CHILDREN COMPONENT

This component identifies tasks related to providing services for the project's children. It includes locating, screening and admitting children into the project. It also deals with curriculum development and carrying out IEP's.

	CURRENT PROJECT STATUS					
	Not Relevant To The Project	Must Be Considered And Planned	Task Partially Completed	Task Completed/ In Operation	Desired Change In Status During This Year	Technical Assistance Need
Conceptualization						
1. The project has a written statement of the philosophy/theoretical approach to the project's services to young handicapped children.	0	1	(2)	3	3	—
2. The project has a written statement of goals and objectives for the Services for Children Component.	0	1	2	(3)	—	—
3. The project has a written statement of the number and type(s) of children to be served (by age and handicapping condition).	0	1	2	(3)	—	—
The project has a written statement of and/or clearly delineated plans and procedures for . . .						
4. . . . locating children that might be eligible for the project (case-finding).	0	1	2	(3)	—	—
5. . . . screening children to determine their eligibility for the project.	0	1	2	(3)	—	—
6. . . . admitting children into the program (including established admission criteria).	0	1	2	(3)	—	—
7. . . . referring handicapped children who are not admitted into the project.	0	1	(2)	3	3	—
8. . . . providing an assessment for each child admitted to the project that is appropriate and non-discriminating.	0	1	(2)	3	3	K
9. . . . developing an individualized educational plan (IEP) for each child admitted to the project that conforms to state and federal guidelines.	0	1	(2)	3	3	—
10. . . . using assessment data in the development of the annual and short term goals in a child's IEP.	0	1	(2)	3	3	K
11. . . . developing instructional plans to meet the annual and short term goals in a child's IEP.	0	1	(2)	3	3	—
12. . . . collecting data on each child's progress toward annual and short term goals and using the data for decision making.	0	1	(2)	3	3	—
13. . . . documenting the progress of children using reliable instruments administered at program entry and at predetermined points in time.	0	1	(2)	3	3	K
14. . . . developing or adopting an overall curriculum for the project.	0	1	(2)	3	3	—
15. . . . acquiring services for children from other agencies.	0	1	2	(3)	—	—

ATTACHMENT 5

HCEEP Demonstration Project Profile
Summary Page

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HCEEP DEMONSTRATION PROJECT PROFILE

SUMMARY PAGE

Directions: (1) After completing the entire HCEEP Demonstration Project Profile: A Needs Assessment Instrument, CIRCLE the numbers of each task in each program component that you indicated a desire for change in status during the current funding year.

(2) Place a "X" through any circled task number that you indicated a need for "outside" or technical assistance.

(3) Example: (1) 2 3 (5) (6) (8)

PROGRAM DEVELOPMENT PHASES

	Conceptualization	Implementation	Evaluation
I. Administration and Management Component			
Program Planning	1 2 3 4 5 6 7 8	34 35 36 37 38 39	59 60 61 62 63 64
Personnel	9 10 11	40 41	Ot. ___ ___ ___ ___
Physical Arrangements	12 13 14	42 43 44	
Financial Administration	15 16 17	45 46	
Evaluation Planning	18 19 20 21 22 23 24 25 26	47 48 49 50 51	
Records and Reports	27 28	52 53	
Advisory Boards	29 30 31	54 55	
Coordination with Other Agencies	32 33	56 57 58	
	Ot. ___ ___ ___ ___	Ot. ___ ___ ___ ___	
II. Services to Children Component	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18	19 20 21 22 23 24 25 26 27 28 29 30 31 32	33 34 35 36 37 38 39 40
	Ot. ___ ___ ___ ___	Ot. ___ ___ ___ ___	Ot. ___ ___ ___ ___
III. Services to Parents Component	1 2 3 4 5 6 7 8 9 10	11 12 13 14 15 16 17 18 19	20 21 22 23 24 25
	Ot. ___ ___ ___ ___	Ot. ___ ___ ___ ___	Ot. ___ ___ ___ ___
IV. Staff Development Component	1 2 3 4 5 6 7	8 9 10 11 12	13 14 15 16 17 18
	Ot. ___ ___ ___ ___	Ot. ___ ___ ___ ___	Ot. ___ ___ ___ ___
V. Demonstration, Dissemination and Continuation Component	1 2 3 4 5 6 7 8 9 10 11 12 13 14	15 16 17 18 19 20 21 22 23 24	25 26 27 28 29
	Ot. ___ ___ ___ ___	Ot. ___ ___ ___ ___	Ot. ___ ___ ___ ___

ATTACHMENT 6

EXAMPLE OF MEMORANDUM OF AGREEMENT

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EXAMPLE

MEMORANDUM OF AGREEMENT

BETWEEN

TADS

Technical Assistance Development System
University of North Carolina
Chapel Hill, North Carolina

AND

BABY Learning and PARENTING Project
City, State

Talbot L. Black — Date
Associate Director, TADS

Name — Date
Title

Number of TAA's enclosed _____

TADS TA Coordinator: Name _____

EXAMPLE

TECHNICAL ASSISTANCE AGREEMENT

ID: 12345

Priority Number 1

PROJECT NAME: BABY Learning and PARENTING Project DATE: _____

ADDRESS: _____ (City) , _____ (State)

NEED: Assistance in the refinement and selection of appropriate and non-discriminatory assessment techniques for project's infants, ages birth to 36 months.

TARGET: Coordinator, Child Development Specialist, and Home Therapists (5)

FOCUS OF TECHNICAL ASSISTANCE: Skill Development

Technical Assistance Objectives	Technical Assistance Activities	Technical Assistance Documentation
1. By January 18, 19-- the designated project staff will be able to administer the "Ordinal Scales of Psychological Development" and interpret the results.	1.1 By November 17, 19-- the project will complete and send to TADS a Consultation Preparation Form. 1.2 By December 1, 19-- TADS will identify and confirm with the project the consultant. TADS will support the consultant's services for up to 1 1/2 days and 1 visit to the project. 1.3 By December 15, 19-- TADS and the project will confirm the dates of the consultant's visit. 1.4 By January 11, 19-- the consultant will visit the project for 1 1/2 days to provide training on the Uzgiris and Hunt Scales through demonstration to and observation of the project staff. 1.5 By January 25, 19-- the consultant will send to the project and a copy to TADS a summary report on the visit including recommendations for follow-up activities. 1.6 By January 25, 19-- the designated staff will send TADS a completed Evaluation of Consultation report form.	1. TADS receives forms and reports referred to in Activities #1.1, 1.5, and 1.6.

ATTACHMENT 7

Example of Technical Assistance Agreement Work Sheet

* * * * * * * * * * * * * EXAMPLE * * * * * * * * * * * * * * * * * *

NEED PRIORITY NUMBER [1]

TECHNICAL ASSISTANCE AGREEMENT WORK SHEET

PROJECT: BABY Learning and PARENTING Project

I. NEED STATEMENT: "Assistance in refinement and selection of appropriate and NON-discriminatory assessment techniques for infants ages birth to 36 months.

II. FOCUS OF TECHNICAL ASSISTANCE: (Choose only ONE focus for each objective)

- ____ Knowledge and Awareness
- [X] Skill Development
- ____ Product Development
- ____ Decision/Change

III. TARGETS OF TECHNICAL ASSISTANCE: (List by title the staff person(s) involved in addressing this need)

Project Coordinator, Child Development Specialist, and 3 Home Therapists

IV. DEADLINE(S): (Date or dates of technical assistance objectives should be completed)

January 18, 1980

V. TECHNICAL ASSISTANCE OBJECTIVE FORMULA: BY _____ (See No. IV above for deadline(s)) THE _____ (see No. III for targets)

_____ (choose one of the following)

a. (if the focus of technical assistance is knowledge and awareness state) WILL BE KNOWLEDGEABLE (and then state the specific knowledge to be acquired).
b. (if the focus of technical assistance is skill development state) WILL BE ABLE TO (and then state the specific skill(s) to be acquired).
c. (if the focus of technical assistance is product development state) WILL DEVELOP (and then state the product to be developed).
d. (if the focus of technical assistance is decision/change state) WILL SELECT, ADOPT, OR REVISE (then state the decision/change to be made).

TECHNICAL ASSISTANCE OBJECTIVE(S): use the above formula to write objective(s)

By January 18, 1980, the designated project staff will be able to administer the "Ordinal Scales of Psychological Development" and interpret the results.

VI. TECHNICAL ASSISTANCE ACTIVITIES: (check the technical assistance delivery method or combination of methods that will be used to address the need)

- [X] On-Site Consultation
- ____ Information Services
- ____ Review and Critique
- ____ Project Visitation
- ____ Off-Site Consultation
- ____ Small Group Consultation
- ____ Other (describe) _____

Choose the Sequence of Technical Assistance Activities work sheet(s) that corresponds to the delivery method selected in VI. above. Complete the work sheet(s) and attach.

ATTACHMENT 8

EXAMPLE OF
SEQUENCE OF TECHNICAL ASSISTANCE ACTIVITIES

• • • • • • • • • • • • • • • • EXAMPLE • • • • • • • • • • • • • • • •

SEQUENCE OF TECHNICAL ASSISTANCE ACTIVITIES

FOR

ON-SITE CONSULTATIONS

1
NEED PRIORITY NUMBER

VII: Sequence of Activities: The primary purpose for this form is to indicate the *dates* of the activities that both the project staff and TADS need to accomplish in order to address the technical assistance objective and need that are associated with this activity sequence. If more than one objective is listed for an individual need there should be separate activities indicated for each objective. See Section III of the manual for a more detailed discussion of how to use this form. (*The first step should occur at least two to three weeks after completion of the needs assessment.)

STEPS	ACTIVITY DESCRIPTION
1. By November 17, 19-- (date),* (8 weeks prior to Step 4)	the project will complete and send to TADS a Consultation Preparation Form.
2. By December 1, 19-- (date), (6 weeks prior to Step 4)	TADS will identify and confirm with the project the consultant(s). TADS will support the consultant's services for up to 1 1/2 days and 1 visits to the project. (Specify the number of consultant days and visits.)
3. By December 15, 19-- (date), (4 weeks prior to Step 4)	TADS and the project will confirm the dates of the consultant's visit.
4. By January 11, 19-- (date), (as requested by the project)	the consultant will visit the project for 1 1/2 days to provide training on the Uzgiris and Hunt Scales through demonstration to and observation of the project staff. (Please specify number of days of consultant's first visit and the specific tasks to be addressed, use the back of this form if more space is needed.)
5. By January 25, 19-- (date), (2 weeks after Step 4)	the consultant will send to the project and a copy to TADS a summary report on the visit including recommendations for follow-up activities.
6. By January 25, 19-- (date), (2 weeks after Step 4)	the designated staff will send TADS a completed Evaluation of Consultation report form.

NOTE: Since these steps represent the minimal preparation and follow-up activities, you are encouraged to build in other activities that will help both you and TADS to address the need and objective. Please use the below space and the reverse of this page. Be sure to date the activity and fit it into the sequence above by re-numbering the steps.

Step ____: By _____ _____

_____

_____

VIII. RECOMMENDATIONS, QUALIFICATIONS, AND OTHER INFORMATION: Please list below any specific qualifications the consultant should have and/or requested consultants for this activity.

The Consultant should have experience in administering, adapting, and interpreting the Uzgiris and Hunt Scales for very young at-risk and/or mildly to moderately handicapped infants.

ATTACHMENT 9

NEEDS ASSESSMENT SUMMARY REPORT

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TECHNICAL ASSISTANCE DEVELOPMENT SYSTEM

NEEDS ASSESSMENT SUMMARY REPORT

NAME OF PROJECT: _____

ADDRESS: _____

_____

TELEPHONE NUMBER: _____

PROJECT'S NEEDS
ASSESSMENT FACILITATOR: _____
(NAME) (TITLE)

NEEDS ASSESSOR (If provided by TADS): _____

DATES OF NEEDS ASSESSMENT: _____

TADS TECHNICAL ASSISTANCE COORDINATOR: _____

PROJECT STAFF INVOLVED

Name and Title	Name and Title

A BRIEF AGENDA OF THE TWO DAYS

Please continue on back if needed.